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ABSTRACT

This document provides specific information about the design and implementation of the student teaching component of the Early Childhood Education program at the Pennsylvania State University. The core of the program is the study of three developmental theories -- behaviorist, cognitive-interactionist, and maturationist -- and the performance of teacher behaviors congruent with each of the three developmental theories. Section I is a general description of the pluralistic theoretical core of the program and a rationale for the use of the three developmental perspectives. Each perspective is described as it relates to teaching practices. Section II describes both the national and local situation with regard to currently available program diversity. A dual placement program is described in which student teachers work at two sites, each with a different theoretical perspective. Section III is a copy of the actual evaluation form used to assess competence in the student teaching experience, together with directions for its use. Section IV is a listing of the student responsibilities and supervision guidelines used in the program. (Author/SB)

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The Pennsylvania State University

College of Education

Early Childhood Student Teaching

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Abstract
Early Childhood Student Teaching

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The College of Education at The Pennsylvania State University offers a teacher preparation program in early childhood education. The core of the program is the study of three developmental theories - behaviorist, cognitive-interactionist, and maturationist - and the performance of teacher behaviors congruent with each of the three developmental theories. This document provides specific information about the design and implementation of the student teaching component of the program.

Section I is a general description of the pluralistic theoretical core of the program and a rationale for the use of the three developmental perspectives. Section II describes both the national and local situation with regard to currently available program diversity. Section III is a copy of the actual evaluation form used to assess competence in the student teaching experience, together with directions for its use. Section IV is a listing of the student responsibilities and supervision guidelines used in the program.

Early Childhood Student Teaching

The Pennsylvania State University

College of Education

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Section I

Perspectives on Early Childhood Student Teaching

Since the mid-1960's there has been widespread interest and concern about the education and welfare of young children. One result of this interest is an extension of formal schooling downward to include children as young as 2 and 3 years old. Early childhood is now well established as a distinct segment of the learning stream which is defined by naturally occurring developmental landmarks in the progress toward adulthood.

The choice of the age range 2/3 to 8/9 years as the target of early childhood education efforts is not an arbitrary slicing of the learning stream. According to most developmental psychologists, the early childhood age range is the initial time period in the development of the organism when change is great and growth is swift. During this period the child acquires many skills, refines skills in qualitative ways, and acquires a sense of self that will remain with him for life. Early childhood, then, is a naturally-occurring segment in the developmental stream of an individual. It is bound at one end by the biological landmark of birth and at the other end by the culturally-induced emergence of the child from his family unit into the society of peers to function as a quasi-independent being.

In the last ten years we have witnessed changes in the roles played by various social institutions in the provision of services to young children. Head Start and Project Follow Through, funded with federal monies, have provided educational models for programs servicing children in younger age groups. HEW has estimated that by 1979 there will be roughly 27 million children under 6 years of age with over 4 million of them enrolled in school.

Until recently, nursery schools emphasized the "socialization" of the child with only scattered programs emphasizing intellectual or academic skills and activities. With the emergence of the cognitive/academic component in nursery schools and Day Care programs, professional educators have become more involved in planning nursery and Day Care programs.

Another important result of the vigorous activity in the ECE field since the mid-1960's has been the development and implementation of new and different model programs for young children. Program variation, both planned and unintentional, is a reality in the field of early childhood education in the 1970's. The body of literature and descriptive program information which has emerged from federal and socially inspired efforts to educate young children has formed part of a general core of study for preparing future early childhood teachers. So potent has been the influence of program models that it has become necessary to design teacher training programs so they reflect the theoretical bases and related practices of model programs.

A number of comparisons of early childhood programs have been completed by curriculum development experts and researchers. The single most important result of program comparison efforts is the identification of three major developmental perspectives as foundations for early childhood programs. There is a convergence of thinking toward three developmental perspectives - behaviorist, cognitive-interactionist, and maturationist - as discrimnably different views for early childhood program planners. Just as programs for young children benefit from an explicit theoretical base, so do teacher preparation programs.

Teachers' beliefs about children, teaching, and learning make a difference in how they behave in the classroom. Even beliefs which are

implicit influence teachers and teaching. Teachers should be more successful if they are helped to make their personal beliefs explicit and more readily subjected to analysis, revision and strengthening. Teaching cannot be based upon blind faith about the efficiency of an approach, nor on intuition or the momentum of an idea currently in vogue. Developmental theories help teachers to understand and influence children's behavior. Theories serve as the basis for selection, use and evaluation of goals and activities. Developmental theories bring order to program design and teacher behavior.

A pluralistic theoretical base for the ECE teacher pareparation program has been selected. Preservice teachers are expected to become competent in teaching practices related to each of the three developmental perspectives regarding the manner in which children develop and learn. The selection of the three developmental perspectives as the blueprint for organizing and interweaving courses and curriculum offerings in the teacher training program in early childhood is a deliberate attempt to foster pluralism and diversity in early childhood programs.

Each of the three developmental theories sets forth differing assumptions about human growth and development. Educators need to exert their influence by proposing and field testing teacher behaviors and program practices which are judged congruent with each of the theories.

Those who take a behaviorist perspective see development as an accumulation of learning which occurs when behaviors are systematically reinforced. The child is seen as a "responder" to his environment. The child is expected to accomplish rather specific objectives, and instruction is designed to help in the achievement of these specific objectives. The

environment is viewed as the key to success. A teacher who adopts a behaviorist position uses environmental manipulation as the primary means of effecting change in the child. The teacher is charged with the tasks of specifying objectives, arranging activities that will result in the expected changes and reinforcing appropriate behaviors.

The primary concern of those who hold the cognitive-interactionist view is the cognitive development of the child. Heredity and environment are viewed as about equally important in contributing to developmental processes. The child is seen as the interactionist, deriving stimuli for growth from probing, responding and absorbing information from his environment. According to this viewpoint, development proceeds in well-defined stages which are characterized by qualitatively different thought patterns at each stage. The teacher follows a "wait-challenge-wait" procedure, allowing the child to accumulate experiences at a given level until it is well established, and then following through by providing activities that challenge and stretch the child to new levels of thinking.

The maturational viewpoint emphasizes the "whole child" approach to learning. Development is seen as the unfolding, or maturation, of those psychological and physiological elements within the child at birth. Ages are crucial as they are characterized by certain predictable personality patterns and skill competencies. In a program based on the maturationist viewpoint, the child initiates his own activities. A fair degree of freedom is accorded the child because it is assumed that the child will naturally choose those activities which are most appropriate for his current level of development. The teacher needs to be thoroughly knowledgeable about the expectations and related activities appropriate for the different developmental stages.

The core of the professional preparation of the ECE program is the derivation and demonstration of teaching practices congruent with each of the three developmental perspectives. A teacher preparation program should help students analyze and clarify their own viewpoint and help them build a repertoire of planning and teaching behaviors which are consistent with their viewpoint.

The early childhood student teaching experience is designed to reflect the pluralistic theoretical foundation of the total early childhood teacher preparation program. The evaluation approach described in detail in Section III incorporates a range of teaching and classroom behaviors which can logically be inferred from each of the three theoretical positions. Practicum experiences help students try out teaching styles which are related to each of the three developmental perspectives, thereby helping students to clarify their philosophies and arrive at a workable point of view toward the education of young children.

Section II

Early Childhood Student Teaching Placements

The National Scene

Presently a diverse multi-setting delivery system for early childhood education exists in this country. The number and variety of programs available for children ages two to eight is a direct outgrowth of practices and trends of the sixties. The past decade of widespread public and professional interest in the development of young children combined with the implementation of programs in both the private and public sectors to facilitate young children's development has resulted in a historically novel collection of programs for children in even the smallest towns and cities.

Head Start directed federal money and national attention to various model programs for disadvantaged children. Disadvantaged preschoolers participated in Head Start to improve their abilities to perform in public school settings. Head Start Planned Variation formally reorganized and attempted to systematically evaluate the efforts of a number of diverse curricular approaches to reaching Head Start's objectives. Head Start Planned Variation programs received much attention in professional and popular literature, with these model programs comprising a core of "pilot-tested" approaches to programming for young children.

Nursery schools and play groups have been a staple experience of middle-class childhood for many years. As Head Start expanded and gained momentum the notion of preparing young children for school spread to private programs. Many private programs began to place increased emphasis on academics. Montessori school enrollment increased as many parents believed that Montessori pedagogy was very suitable training for elementary school. Teachers in traditional nursery schools began to emphasize thinking and problem-solving along with the familiar readiness skills of color names, numbers and learning the alphabet.

Piaget, issues of cognitive development, and behaviorism received more attention in the popular press magazines that reached parents. Previously only Gesell and Spock were the revered figures.

Day Care, still another traditional program serving young children, also underwent a transformation. Programs which provided protective care were termed custodial. Day Care programs tried to provide developmental care through a variety of integrated services and activities that were deemed to support and encourage children's growth and development. In addition Day Care's clientele and image began to change somewhat from that of a welfare-orientation to that of more comprehensive service available and appropriate for all children.

For children below public school age there presently exists a wide number of diverse programs all rather generally aimed at facilitating development and making the most of the early years. This contemporary diversity of preschool programs exists in both the public and private sectors and provides a historically novel configuration of program offerings for both advantaged and disadvantaged children.

For children of school age, program and curricular development has not stagnated. Federally-funded Follow Through represented a formal, systematic effort to pilot program models in the elementary school setting. As with Head Start there was much incidental fall-out as model programs were publicized and many teachers and school districts tried appealing approaches on their own initiatives . Disenchantment with rigid rules and closed classrooms helped boost the open education movement which in turn stimulated a variety of approaches to learning and classroom organization. At the close of the decade it was no longer possible to speak of elementary school classrooms in terms of cliches and stereotypes. Diversity and variation were the norm.

The Central Region

The central region of Pennsylvania where The Pennsylvania State University is located is a relatively rural area which has been moderately cosmopolitized by the presence of the University. Still, however, farms and mountains outnumber the small suburb that has grown up adjacent to the University. Preschool programs and public school programs reflect the interests of federally-sponsored projects for rural disadvantaged children as well as the interests of parents of more advantaged children. The result being this area offers a typical diverse collection of programs for young children.

Head Start programs have been functioning for several years. While none have been Planned Variation models the proximity of the University and the initiatives of the local personnel have led to much cross-fertilization with University faculty. Play groups, private church-sponsored nursery schools, Montessori schools, and private preschools with unique philosophies are numerous. Several Title XX Day Care centers and a large network of associated family Day Care Homes serve the area. In addition, a small number of licensed private Day Care Centers and homes have been operating for several years.

Public schools in the area similarly reflect the influences of the past decade as far as diveristy in curriculum for elementary school-age children. Individual classrooms may be found functioning as token economics or open environments as well as entire schools which are ungraded, continuous progress or tightly programmed, sequenced learning cores. The immediate locale, then, provides a typical collection of diverse programs for children ages two to eight. For purposes of student teaching a wide variety of field settings can easily be tapped.

Student Teaching - The Dual Placement

All field experiences are viewed as natural settings in which the multiple relationships between theory and pedagogy are articulated. The pluralistic theoretical core of the teacher preparation program has been described in Section I. This pluralistic theoretical viewpoint enables the student-teaching program to respond positively to any field setting which utilizes a pure or eclectic theoretical approach to program development.

The student teaching program strives to deliverately expose students to diverse natural settings. Under a placement strategy labelled dual-placement, students spend half-a-day at one site and the remaining half-day at another site. The dual sites are paired so that each student experiences a preschool and a public school experience. Additionally, placement sites are paired so that the student participates in programs which are different in theoretical orientation. Some typical examples of dual placements are:

	AM	PM
1.	Title XX Day Care Center Open Programs	Public Kindergarten Behaviorist orientation
2.	Public School - Junior Primary (K-1) Cognitive programs	Private Day Care Free School
3.	Private Preschool Montessori program	Public Kindergarten Developmental program

Dual placements enable the faculty to guide students in developing teaching skills which relate to different theoretical orientations to program development for young children. At the same time the dual placement program makes judicious use of the naturally-occurring contemporary diversity in community-based programs for young children.

Evaluation of Student Teaching

Student teachers working in dual placements are expected to demonstrate a general set of competencies which are reflective of universal areas of skill required of all early childhood teachers. The competencies which form the nucleus of evaluation for student teaching have been written as general statements which encompass professional skills.

General professional competencies

1. Student demonstrates cluster of teaching strategies deemed appropriate for general learning plan of the classroom.
2. Student manages groups of children according to a cluster of criteria.
3. Student demonstrates a variety of planning techniques related to the implementation of the daily program.
4. Student demonstrates planning techniques related to the development of the on-going program.
5. Student uses relevant facts and information in lessons and activities.
6. Student identifies and plans for differences among children in several developmental areas.
7. Student demonstrates ability to mainstream a special child.
8. Student uses a variety of methods to evaluate children's progress.
9. Student relates to children in a variety of supportive ways.
10. Student demonstrates professional behavior in daily activities and relationships with colleagues.
11. Student develops a workable and comprehensive plan for self-evaluation of the experience.
12. Student establishes and/or implements routine situations.
13. Student plans contingency strategies appropriate for classroom for handling typical situations.

Dual placements require that students understand, articulate and demonstrate these general competencies in a manner consistent with the situational nuance of their placement. Thus while the framework for student teaching evaluation is the general competency, the on-site observation and evaluation is done in

reference to situationally-appropriate competency criteria. Specific criteria statements for each general competency have been written to encompass the range of variations possible to observe in contemporary early childhood programs. All students work towards demonstrating the same general professional competencies with the specific mode of performance and evaluation criteria tailored to fit each site of the dual placement.

Section III

Competency Evaluation Form

The early childhood student teaching form has been designed to be very general. While all student teachers must demonstrate all of the competencies described, the manner in which an individual student is required to demonstrate competence will vary from placement to placement. Together, the supervisor, cooperating teacher and student must tailor the evaluation criteria for each competency to suit the requirements of particular placements.

Format

Each general competency is written on the upper right hand corner of a separate page. For each of these general competencies five sections are provided for translating the general competency into specific evaluation criteria:

(1) special directions and/or descriptions for the general competency are given if needed;

(2) space to indicate selection of criteria for the program at the placement site at the initial conference is provided;

(3) lists of the specific criteria for the competency are given;

(4) space to record evaluations at the mid-term conference is given; and

(5) space to record evaluations at the final conference is included.

Section III

Competency Evaluation Form

1. Student demonstrates cluster of teaching strategies appropriate for general learning plan of classroom.

	INITIAL	CLUSTERS	MID-TERM	FINAL
Cluster A places the teacher in the role of director. The teacher plans activities and selects materials that children will use rather than working from children's choices. The teacher knows what the expectations are for the children before the lesson begins. The atmosphere might be characterized as structured and goal-directed.		Cluster A: 1. initiates children's activities 2. provides continuous direction and guidance (verbal & non-verbal) 3. monitors child's performance and products to ensure acceptable results 4. uses rewards and praise in systematic manner 5. stresses using materials or giving responses in prescribed ways 6. requires child to follow set plan of activities		
Cluster B places the teacher in a changing role--sometimes responding to children's initiatives and other times actively extending their ideas. Teacher is always acutely aware of cognitive processes child is using in a given activity.		Cluster B: 1. follows-up child's initiatives with expansive or directed experiences 2. permits child to structure situations to fit his mental level 3. uses questions to clue or guide child in tasks 4. organizes situations to reduce uncertainty and perplexity 5. provides situations which help child experiment		
Cluster C places the teacher in the role of "stage designer." The teacher accepts responsibility for providing opportunities for activities, but always gives first priority to children's choices.		Cluster C: 1. allows and abides by children's choice of activities 2. encourages child to use equipment and materials in exploratory ways 3. accepts and supports response attempt 4. uses ongoing child activities as basis for spontaneous learning 5. provides information only when asked		

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2. Student manages groups of children according to a cluster of criteria.

Section III

Competency Evaluation Form

	INITIAL	CLUSTER	MID-TERM	FINAL
Cluster A describes those provisions the teacher makes before and during the lesson which keep the children focused on her (him) as the director of learning.		Cluster A: 1. clear, precise instructions and/or demonstration for task 2. provision of all necessary materials 3. controlled environment or setting for group 4. provision for variance in work rates (time) 5. reasonable avoidance of interruptions		
Cluster B describes those teacher behaviors which structure situations so that children can explore and approach problems in their own style. The teacher sets up the environment to induce appropriate child behaviors.		Cluster B: 1. orientation of child to task by use of appropriate language level & labels 2. provision of all necessary materials 3. controlled environment or setting for group 4. provision for variance in conceptual ability to master task (teacher questions) 5. reasonable avoidance of interruptions		
Cluster C describes a strategy for working with children which is heavily dependent on the teacher's skill in arranging the environment. The teacher chooses materials which are likely to suggest a variety of activities for children but which do not invite chaotic and destructive activity.		Cluster C: 1. inviting arrangement of materials and activities 2. selection of materials keyed to children's expressed interests 3. free access to activity for children 4. variety of skill levels accommodated by activities 5. opportunities for peer interaction		

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3. Student demonstrates a variety of planning techniques related to the implementation of the daily program.

Section III

Competency Evaluation Form

	INITIAL	CLUSTERS	MID-TERM	FINAL
Cluster A describes one way to format a daily lesson plan. It emphasizes specificity in terms of lesson procedures and expected outcomes.		Cluster A: 1. states objectives in behavioral terms 2. indicates verbal procedures of teacher 3. describes phases of lesson 4. states method of interpreting outcomes 5. includes self-evaluation and comments		
Cluster B describes a way of daily planning which focuses on predictions about what is likely to happen given the teacher's knowledge of the child's cognitive level and the content of the lesson. The teacher knows in advance what questioning and expanding techniques will be needed.		Cluster B: 1. defines concept area or mental skill 2. indicates verbal behavior of teacher (questions and observations for each level) 3. describes expected level of cognitive functioning 4. states method of interpreting outcomes 5. includes self-evaluation and comments		
Cluster C describes an approach to planning daily activities which does not necessarily require a written plan. Cluster C describes those things a teacher needs to think about in choosing and arranging materials.		Cluster C: 1. describes all subject/content areas involved in activities 2. plans variety of stimulating materials 3. plans allow for child-directed activities 4. states method of interpreting outcomes 5. includes self-evaluation and comments		

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4. Student demonstrates planning techniques related to the development of the on-going program (long-range planning)

Section III

Competency Evaluation Form

	INITIAL	CLUSTERS	MID-TERM	FINAL
Cluster A for long range planning requires the teacher to look at daily plans in terms of their relationship to a sequence of learning and larger blocks of content. Plans for assessing and recording children's performance need to be developed for this longer time period.		Cluster A: 1. plots objectives on weekly or monthly calendar 2. analyzes and evaluates sequences of plotted objectives 3. evaluates individual child's performances over period of time		
Cluster B involves the interrelationships among several concepts over time. Some people describe this type of long-range planning as a "web" rather than a "chain" which would be used in Cluster A.		Cluster B: 1. plots concept areas to be emphasized on weely or monthly calendar 2. analyses and evaluates sequence of plotted concept areas 3. evaluates individual child's concept attainment over period of time		
Cluster C represents an ex post facto attempt to discern patterns among children's activity choices over a period of time. Since extensive written daily plans are not typically used in Cluster C, follow-up documentation of overall patterns of development which have emerged is important.		Cluster C: 1. plots subject/content areas and expected child activities on weekly or monthly calendar 2. analyses and evaluates sequence and grouping of plotted areas and activities 3. evaluates individual child activities and interests over period of time		

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5. Student uses relevant facts and information in lessons and activities.

Section III

Competency Evaluation Form

Early Childhood programs frequently utilize material from traditional subject areas in an integrated fashion as well as scheduling separate instructional periods for some content areas. Students participating in the early childhood student teaching programs have had methods instruction in each of the areas identified below and can be expected to perform competently in all areas as each is required in their particular placement.

Directions: See form on following page.

1. At the initial conference the cooperating teacher is asked to describe the program approach to handling each of the subject areas below. Record this information in the spaces above the subject areas.

2. At mid-term and final conferences the student teacher will be evaluated using the criteria listed to the left. All evaluation comments will be made in reference to the context in which subject is handled within the program.

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5. Student uses relevant facts and information in lessons and activities.

CRITERIA:	Initial	Science	Math	Social Studies	Reading/ Language Arts
1. Teacher uses accurate current information					
2. Teacher adjusts information to child's age/ concept level					
3. Teacher demonstrates/describes cause and effect relationships where appropriate					
4. Teacher presents simple information before complex information					

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6. Student identifies and plans for differences among children in several developmental areas.

Section III

Competency Evaluation Form

The areas of development listed below are an important concern when planning and executing activities for young children. Students participating in the early childhood student teaching program have had comprehensive training in child development and the application of developmental principles to instructional situations. Students are expected to utilize knowledge of development in planning and implementing activities.

Directions: See form on following page.

1. At the initial conference the supervisor will initiate and record discussion comments concerning the manner in which the student teacher can be expected to utilize developmental information in the program setting.

2. At mid-term and final conferences the student teacher will be evaluated using the criteria listed to the left. All evaluation comments will be made in reference to the program context in which the student is participating.

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6. Student identifies and plans for differences among children in several developmental areas.

CRITERIA:	Initial Physical-Motor	Cognitive-Intellectual	Social-Emotional
1. Teacher adjusts language to child's developmental level			
2. Teacher fits behavior expectations to child's developmental level			
3. Teacher sets limits consistent with child's developmental level.			
4. Teacher plans activities suited to child's skills.			

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Section III

Competency Evaluation Form

7. Student demonstrates ability to "mainstream" a special child.

This competency reflects the judgment that children with special skills or needs should participate in the on-going activities of a program. Because the availability of resource teachers, diagnostic services, and other supportive services for mainstreaming young children varies widely, the criteria listed below are to be used only as a guide in planning and implementing the student teacher's involvement in mainstreaming.

Criteria guidelines for competency #7:

1. student will identify child characteristics relevant for the immediate learning situation
2. student will specify objectives for the learning task
3. student will modify the instructional strategy to fit child's characteristics
4. student will select materials appropriate for task
5. student will implement strategy
6. student will evaluate child's performance in terms of objective statement

Directions: At the initial and mid-term conferences criteria are to be selected and specific plans made for student teachers' involvement in mainstreaming activities. At the mid-term and final conferences students will be evaluated in reference to the criteria and plans made at the preceding conference.

Initial Conference - Criteria Selection Mainstreaming plans	Mid-Term Conference - Criteria Selection Mainstreaming plans
Mid-Term Conference - Evaluation of Implementation	**Final Conference - Evaluation of Implementation**

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8. Student uses a variety of methods to evaluate children's progress.

Description	Initial Conference	Type of Evaluation	Mid-Term	Final
Anecdotal records are factual descriptions of events and happenings in the everyday life of children. Through direct observation and objective recording the teacher can obtain a sample of typical behavior. A collection of such records provides evidence of patterns of behavior or interests.		Anecdotal Record 1. behaviors targeted before 2. single incident in each anecdote 3. positive and negative behaviors 4. description and interpretation separate		
A checklist is a list of statements describing a performance or a product. A yes-no judgment is required of the evaluator. Checklists are useful in those situations where a teacher wants to record whether or not a particular state or behavior was demonstrated.		Checklist 1. specific actions described clearly 2. common errors listed 3. arranged in approximate order 4. directions are clear		
Rating scales consist of site of dimensions, each of which describes a particular aspect of a product or performance. Rating scales and in the evaluation of quality or degree to which a particular dimension is present.		Rating Scale 1. characteristcs are observable 2. points on scale are clearly defined 3. between three to seven rating positions 4. directions are adequate 5. judgments made from data		
Achievement tests, either standardized or informal, are used to measure the acquisition of basic information. Scoring is objective and all students take the same test.		Achievement Test 1. test items of high technical quality 2. items measure representative sample of objectives 3. items appropriate for pupils being tested 4. directions and correcting procedures are easy		

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9. Student relates to children in a variety of supportive ways.

Section III

Competency Evaluation Form

Listed below are a variety of terms applicable to the ways in which an adult interacts with children on a personal level. Standards for any situation will naturally vary both as a function of the personality of the adult and the children involved.

Directions: At mid-term and final evaluations, descriptive phrases should be selected by the student teacher to describe his perception of personal performance. Discussion and comparison of mid and final descriptions will form the nucleus of evaluation for this competency area.

Example:	Mid	Final
When I am with children I listen . . .	carefully	thoughtfully

Item	Mid	Final
When I think of how I comfort children I think of . . .		
When I limit children I usually . . .		
I show my enjoyment of children by . . .		
In my viewpoint guiding children involves . . .		
I consistently supervise children by . . .		
To me helping children means . . .		
I find myself observing children to learn . . .		
I find it easiest to accept children when . . .		
I am supportive of children when I . . .		
I am still bothered by . . .		
When I am in a bad mood I . . .		

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10. Student demonstrates professional behavior in daily activities and relationships with colleagues.

Section III

Competency Evaluation Form

Student teachers are to demonstrate each of the professional behaviors listed below at a level consistent with expectations for a beginning professional. At mid-term and final evaluations the decision as to competence is to be a yes or no judgment. At any time during the experience these items can be used as the basis for a conference or interim evaluation.

Description	Mid-Term		Final	
	Yes	No	Yes	No
1. Is punctual and dependable	___	___	___	___
2. Attends school meetings	___	___	___	___
3. Uses feedback on performance to adjust daily behavior	___	___	___	___
4. Collects professional references	___	___	___	___
5. Collects curriculum-related materials	___	___	___	___
6. Appropriately poised and groomed	___	___	___	___
7. Shares skills and knowledge with colleagues	___	___	___	___
8. Uses confidential material ethically	___	___	___	___
9. Works beyond school hours	___	___	___	___
10. Evidences enthusiasm for experiences	___	___	___	___
11. Takes initiative in planning	___	___	___	___
12. Formulates professional opinions	___	___	___	___
13. Willing to pursue extra activities	___	___	___	___
14. Attends/participates in parent conferences	___	___	___	___

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Section III

Competency Evaluation Form

11. Student develops a workable and comprehensive plan for self-evaluation of experience.

Students are expected to keep a personal record of their student teaching experience. This personal record is separate from any lesson plans, evaluation records or other instruction-related writings the student may be required to keep. A different personal record should be kept for each placement.

Directions:

1. Select one of the formats described below for your personal record.
2. Explain the rationale for selection in the same box.
3. Supervisor and cooperating teacher should check the personal record for continuity and completeness at mid-term and final conference periods.

Formats	Mid-Term	Final
Daily Activity Analysis - an inventory or checklist of daily activities engaged in by the student		
Problem Analysis - an inventory or checklist of problems experienced in daily performances		
Daily Diary - a running record in diary form describing and commenting upon daily performances		
Personal Journal - an introspective collection of thoughts concerning daily happenings		

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Section III

Competency Evaluation Form

The placement situation in which a student teacher finds him/herself is always an organized, on-going program. Students are expected to adjust their individual styles and adapt procedures to fit the existing circumstances. To aid students in identifying program routines and establishing appropriate strategies for implementation this competency requires the immediate attention of the student.

The first week of the placement students are to prepare written descriptions of how each of the routines listed below is handled in each placement. Inappropriate items may be deleted. These written plans are to be initialed by the cooperating teacher. At mid-term and final conferences anecdotal comments will be recorded concerning the student's consistency in implementing routine plans.

Initial Selection	Routine Situations	Mid-Term	Final
_____	toileting		
_____	lining-up		
_____	putting on outdoor clothing		
_____	attendance		
_____	money collection		
_____	snack set-up		
_____	clean up		
_____	nap or rest time		
_____	orderly distribution of announcements		
_____	storage of materials		
_____	use of audio-visual equipment		
_____	fire drill		
_____	assembly		
_____	library		

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13. Student plans contingency strategies appropriate for classroom for handling typical situations.

Section III

Competency Evaluation Form

The placement situation in which a student teacher finds him/herself is always an organized, on-going program. The cooperating teacher has usually worked with the children for some time prior to the arrival of the student. This experience coupled with the cooperating teachers and school's preferences regarding disruptive situations requires that the student adapt his/her techniques for handling these situations to existing procedures.

The first week of the placement students are to prepare written descriptions of acceptable procedures for handling each of the situations listed below. At mid-term and final conferences anecdotal comments will be recorded concerning the student's sensitivity and skill in handling situations.

Initial Selection	Situations	Mid-Term	Final
_____	child hurt and crying		
_____	fight between two children		
_____	lost clothing, work or money		
_____	tantrum		
_____	lethargic child		
_____	ill child		
_____	lies		
_____			
_____			
_____			

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Section IV

Student Responsibilities and Supervision Guidelines

Student Responsibilities

The items described on this sheet are intended to summarize the student teaching experience and the typical time schedule for the entire experience.

Prior to student teaching:

1. Each student teacher will submit to the supervisor the results of a TB test and a Bursar's receipt before he begins student teaching.

2. An orientation meeting with students and supervisor will be held prior to the first day of student teaching.

3. The accompanying time-line summarizes and sequences the various competencies of the student teaching experiences.

First week:

1. Student will prepare and maintain throughout the term a notebook for each placement which will include:

   A. detailed blueprint of the classroom and the outdoor play area.
   B. a typical daily schedule for the classroom.
   C. daily observations and perceptions of the total school environment in the format selected in competency #11 on the Competency Evaluation Form.
   D. descriptions of techniques for handling the daily routines selected in competency #12 on the Competency Evaluation Form. The cooperating teacher should initial this section to verify that the techniques described are appropriate for her classroom.
   E. descriptions of possible plans for handling crisis situations listed in #13 on the Competency Evaluation Form. The cooperating teacher should initial this section to verify that the plans described are appropriate for her classroom.

2. Student will review and become completely familiar with the competencies and format of the Competency Evaluation Form.

3. Student will participate in a three-way conference (student-supervisor-cooperating teacher) to select the competencies appropriate for the specific placement.

Second week through Mid-point of experience:

Student will progressively assume more responsibility for the daily program as a means of demonstrating skill in the competencies appropriate for the placement. A Mid-point conference (three-way) will be held to evaluate the student's progress.

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Mid-point -- End of experience:

Student will assume major/total responsibility for planning and implementing the daily program. The final conference and evaluation will be based upon the student's demonstration of appropriate competencies during this final period of major/total responsibility for the program.

End of the experience:

Student will submit to the supervisor all materials and plans produced during the student teaching experience.

Seminars:

Students will meet in small groups with the supervisor. These student teaching seminars will be organized around topical themes related to the current student teaching experience. Attendance is required.

Observations:

Each student will be observed a minimum of once a week on both early childhood placements. The length of each observation will vary. It is not the intent of the observer to interfere with normal class practices. Students should expect to be observed at any time. The supervisor will make an anecdotal record of each observation. Copies will be given to the student and the cooperating teacher.

The cooperating teacher will observe and anecdotally record the student's performance at least once a week. Copies of this observation record will be given to the student and the supervisor. It is expected that communication and feedback between student and cooperating teacher will be continuous and not limited solely to discussion of this formal observation report. The cooperating teacher and student may choose to have this weekly report summarize the main points of the preceding week's communications.

Section IV

Student Responsibilities and Supervision Guidelines

Time-Line

Prior to Student Teaching	Week 1	Week 2	Week 3	Week 4	Week 5
Date: _____	Dates: _____ _____	Dates: _____ _____	Dates: _____ _____	Dates: _____ _____	Dates: _____
		Management Seminar		Planning Seminar	
Bursar's Receipt TB Test Registration materials	Initial Conference Competency plans for #11, 12 & 13 completed Floor plan Daily Schedule Notebooks ready				Mid-Term Conference

Time-Line
(continued)

Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Dates: _____ _____	Dates: _____ _____	Dates: _____ _____	Dates: _____ _____	Dates: _____ _____	Dates: _____ _____
School Law Seminar		Evaluation Seminar		Seminar on Locating a Teaching Position	
Mid-Term Conference				Final Conference	Final Conference All materials and plans turned in to supervisor

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Section IV

Student Responsibilities and Supervision Guidelines

Supervision Guidelines

The early childhood supervisor will be responsible for supervising both placements for each student. This is done in an effort to maintain continuity of supervision and feedback for the student, and to monitor effectively the student's workload for the student teaching experience.

The supervisor will be responsible for the following:

1. Conduct orientation seminar the first day of the term.
2. Conduct seminars for the early childhood student teachers.
3. Provide in-service meetings with school personnel when needed.
4. Observe each student a minimum of once a week in each of the student's placements.
5. Confer with the cooperating teachers each week.
6. Confer with the student teachers each week.
7. Maintain a written record of every observation and conference.
8. Maintain a weekly log of all observations, conferences, etc., for entire supervision load.
9. Arrange three conferences for each student for competency selection and evaluation. The supervisor, student, and cooperating teacher will be present at each of these conferences. Conferences will be held at <u>each</u> placement site.

   A. Initial Conference

      Held for the purpose of selecting the competency criterion appropriate for the particular placement.

   B. Mid-Term Conferences

      Held the fifth, or sixth week of the term for the purpose of evaluating student's progress in relation to the competency criterion for each placement.

   C. Final Conference

      Held for the purpose of evaluating the student's work in the last weeks of the term when the student will have major responsibility in the daily program. Evaluation will be reported in terms of the competency criterion selected for each placement.

10. Records to be completed and submitted by supervisor at end of term.

    A. Cooperating teacher's placement recommendation

    B. Supervisor's placement recommendation

    C. Weekly supervision log

    D. Individual folder for each student teacher

        1. Written records of observations and conferences (trip-sheets)
        2. Cumulative schedule forms
        3. Anecdotal records
        4. Mid-term and final competency analysis records (cooperating teacher's copy)